

1

Community Mobilization for Female Sex Workers

Introduction and Overview



KHPT

Karnataka Health Promotion Trust



UNIVERSITY
OF MANITOBA

Community Mobilization for Female Sex Workers: Module 1- Introduction and Overview

is the first module in a series of five
on empowering female sex
workers and their communities.

Year of Publication: 2009
Copyright: KHPT

Publisher:
Karnataka Health Promotion Trust
IT/ BT Park, 4th & 5th Floor
1-4, Rajajinagar Industrial Area
Behind KSSIDC Administrative Office
Rajajinagar, Bangalore- 560 004
Phone: 91-80-40400200
Fax: 91-80-40400300
www.khpt.org

This manual is published with the support from the
Avahan Project funded by the Bill & Melinda Gates
Foundation. The views expressed herein do not
necessarily reflect those of either the *Avahan*
Project or of the Bill & Melinda Gates Foundation

ACKNOWLEDGEMENTS

The following institutions, female sex worker groups and
individuals contributed to the idea, design, writing and editing
this manual:

Karnataka State Trainer's Collective (KSTC)
Action Aid
Suraksha
Samraksha
Mysore Resettlement And Development Agency (MYRADA)
Belgaum Integrated Rural Development Society (BIRDS)
University of Manitoba (UoM), Canada
Avahan Project funded by the Bill & Melinda Gates Foundation

Durga Shakti Mahila Sangha, Davangere
Shakti Sangha, Belgaum
Chaitanya Mahila Sangha, Bagalkot
Swati Mahila Sangha, Bangalore
Vijaya Mahila Sangha, Bangalore

Mr. Mohan Chandra, KSTC
Mr. Udaya Bekal, KSTC
Mr. Venkatesh Padakanayya, KSTC
Mr. Senthil Murugan, KHPT
Mr. Ramachandra Rao, KHPT
Mr. M. Suresh, KHPT
Ms. Vandana Gurnani, KHPT
Dr. Reynold Washington, KHPT
Ms. Usha Rani, KHPT
Ms. Parinita Bhattacharjee, KHPT
Dr. B M Ramesh, KHPT
Dr. James Blanchard, UoM

The editorial team:
Mr. H.L. Mohan, KHPT
Ms. Mallika Biddappa, KHPT
Dr. Stephen Moses, UoM
Ms. Judy Schroeder, *Avahan* Knowledge Management Consultan
Ms. Dorothy Southern, KHPT Editorial Consultant

CONTENTS

Page

Preface	4
1. HIV/AIDS and Female Sex Workers in Karnataka, India	5
1.1 Overview of HIV and AIDS in India and in Karnataka State	5
1.2 Karnataka's Female Sex Workers	6
2. Overview of the Community Mobilization Strategy	7
2.1 A Strategic Approach to Empower Female Sex Workers in Karnataka	7
2.2 Operationalizing the Empowerment Strategy	8
2.2.1 Three-way process of capacity building	8
3. Overview of the Manual	9
3.1 The Five Modules	9
3.2 Reactions to the Training Modules	12
3.3 Recommendations for Using the Training Modules	13
4. Doorway to Successful Training	15
4.1 Setting the Stage for Training	15
4.1.1 Before the training	15
4.1.2 When the participants arrive	15
4.2 Beginning the Training	16
4.2.1 Overall methodology	16
4.2.2 Introductions and getting acquainted	16
4.2.3 Expectations	16
4.2.4 Norms and rules	17
4.3 Evaluation	18
4.4 Energizers	18
4.4.1 Overview of energizers	19
4.4.2 Energizers details	20

PREFACE

The Community Mobilization of Female Sex Workers manual is a series of five modules including:

- Module 1 - Introduction and Overview
- Module 2 - A Strategic Approach to Empower Female Sex Workers in Karnataka
- Module 3 - Enhancing Self-esteem and Dignity among Female Sex Workers
- Module 4 - Facilitating the Establishment of Community-Based Organizations for Female Sex Workers
- Module 5 - Encouraging Responsive Governance of Community-Based Organizations for Female Sex Workers

Module 1- Introduction and Overview, gives the background to HIV and AIDS in India and in Karnataka State, focusing on female sex workers. It highlights the main strategic approaches to empower female sex workers and the communities they live in and how to operationalize this strategy through a three-way process of capacity building. For facilitators it gives an overview of all the information contained in each of the modules, along with detailed recommendations on how to best share it using the three training modules. It also sets the stage for training with guidance on presenting content through participatory methodologies

Karnataka Health Promotion Trust.

HIV/AIDS and Female Sex Workers in Karnataka, India

1.1 Overview of HIV and AIDS in India and in Karnataka State

Each year since 1998, the National AIDS Control Organization (NACO), has brought out estimates of India's population living with HIV and AIDS. The figures released in July 2006 represent the most recent accurate estimates yet, using the internationally comparable Workbook method and multiple data sources, i.e., the expanded sentinel surveillance system, National Family Health Survey III, Integrated Biological Behavioural Assessment and the Behavioral Surveillance Survey. This process of enumeration and the results have been attested to and backed by both UNAIDS and WHO. The expansion of sentinel sites now includes 1,122 sites, covering most of the districts of the country, with 628 antenatal clinics (ANC), representing the general population, and 494 high risk sites, representing the high risk population. These consist of 251 sites for Sexually Transmitted Disease (STD), 138 sites for Female Sex Workers (FSWs), 51 sites for Injecting Drug Users (IDU), and 31 sites for Men having Sex with Men (MSM).

The 2006 estimates suggests the national adult HIV prevalence in India is approximately 0.36 percent, amounting to between 2 and 3.1 million people. If an average figure is taken, this comes to 2.5 million people living with HIV and AIDS (PLHA).

Of these 2.5 million, 88.7% are adults (15-49 yrs), 7.5% are aged 50 and above, while 3.8% are children (<15 yrs). The proportion of infections among children and adults above 50 years age has been increasing during the past five years. More men are HIV positive than women. Nationally, the prevalence rate for adult males in 0.61 percent, while for women it is 0.39 percent.

While adult HIV prevalence among the general population is 0.36 percent, high-risk groups show higher rates. Among IDUs it is as high as 8.71 percent, in MSM it is 5.69 percent, and among FSWs it is 5.38 percent.

NACO-III envisages district level planning and implementation of all programmatic initiatives. For the purpose of planning and implementation of NACP-III, all the districts in the country have been classified into four categories based on the sentinel surveillance data among different population groups for the years 2004-2006. There are 156 A category districts and 39 B

category districts for three consecutive years. The definitions of the four categories are as follows:

Category A: More than 1% ANC prevalence in district in any of the sites in the last 3 years.

Category B: Less than 1% ANC prevalence in all the sites during last 3 years with more than 5% prevalence in any HRG site (STD/FSW/MSM/IDU).

Category C: Less than 1% ANC prevalence in all sites during last 3 years with less than 5% in all HRG sites, with known hot spots (Migrants, truckers, large aggregation of factory workers, tourists).

Category D: Less than 1% ANC prevalence in all sites during last 3 years with less than 5% in all HRG sites with no known hot spots OR no or poor HIV data.

An important feature of the HIV/AIDS epidemic in India is its remarkable diversity and uneven geographic distribution within the states. There are considerable differences in the prevalence rates across different geographical regions. The highest number of PLHA is concentrated in the south located in Andhra Pradesh (22%), Maharashtra (20%), Karnataka (11%) and Tamil Nadu (10%). These four south Indian states contribute 63% of all the PLHA in the country. Although there is decline in the HIV prevalence among ANC clinic attendees in most of these high burden states, which is attributed to the impact of interventions, in Karnataka, 26 out of 27 districts are rated as Category A with only one district, Chitradurga, rated as Category C.

HIV prevalence among high risk groups continues to be nearly six to eight times greater than that among general population. Using data gathered from the high risk surveillance sites, the HIV prevalence among these high risk groups in Karnataka at the end of 2006 was:

STD	7.57 %
IDU	3.60 %
FSWs	9.60 %
MSM	19.20 %

1.2 Karnataka's Female Sex Workers

In Karnataka's districts, FSWs are widespread and highly diversified. A mapping exercise was conducted in 2003 and 2004 by Swasti, a Bangalore-based NGO. It identified a total of 56,910 FSWs in urban areas in the 27 districts of the state, but informal estimates suggest that there could be an equal or higher number of rural FSWs.

There is a varied typology of FSWs in Karnataka. Although there are no specific red light areas in its cities and towns, large numbers of FSWs reside in identified pockets. Brothels do exist, but are not easily identified and can shut down, move, or reopen in response to routine harassment from police or neighbors. The largest proportion of sex workers are street based, solicit in public places and accompany clients to sex work sites either in lodges or 'brothel-homes', where sex workers are not forcibly confined, but where space is available for 'rent'. Others are home based, or are based at highway eating places frequented by truckers (dhabas).

A sizable number of FSWs are traditional sex workers originating from the religious practice of dedicating young girls to the deity Devadasi. The initiation ceremony makes them a Devadasi, or hand maiden of God. However, in reality the girls live the life of a sex worker and cannot marry. The Devadasi system has caste dimensions and is widespread in the districts of Raichur, Bagalkot, Bijapur, Belgaum, Dharwad, Bellary and Gulbarga. In Karnataka, this traditional practice is prohibited by the Devadasi Prohibition of Dedication Act, 1982. A study in 2005 compared the socio-demographic characteristics and sex work patterns of women involved in the Devadasi form of sex work with those of other sex workers in Karnataka. Data showed that 26% of the 1,588 sex workers interviewed entered sex work through the Devadasi tradition. Devadasi FSWs were found to be more likely to live and work in rural areas, be illiterate, use their home for entertaining clients, start at a younger age, start for reasons less connected to financial need, be less exposed to violence and police harassment and face less social stigma. Devadasis are likely to be easier to mobilize due to less social stigma and being more open to identifying themselves by their profession.

Typology also influences behavioral characteristic of FSWs, which in turn influence their risk and vulnerability to HIV. The younger the age and the number of clients is associated with high risk of HIV infection among FSWs in Karnataka. For example, brothel-based sex workers tend to be younger, migrate more within the state, are influenced by organizers of sex work, and have the highest numbers of clients. Street-based sex workers tend to be older, have fewer clients on average, and are less likely to migrate out of the state. The average age for starting sex work is 18 years in northern Karnataka and 23 years in southern Karnataka. Brothel-based sex workers and home-based Devadasi workers entertain eight to eleven clients per week. Street-based sex workers entertain an average of six clients per week.

Migration to and mobility between rural and urban areas is high. Fifteen percent of sex workers surveyed had migrated within or outside Karnataka. The mobility and migration patterns of FSWs vary by region, location, season and sex work circuits. Sex workers from northern Karnataka are more likely to migrate out of the state to bordering states such as Maharashtra, whereas sex workers from southern Karnataka tend to migrate within the district or between districts. Mobility is driven by drought, need for anonymity that urban areas offer, or in search of increased clientele/money.

The sex work circuit/environment also influences mobility. The sex work circuit consists of an array of persons in sex work settings (bars, brothels, massage parlors) who have direct knowledge of sex work in the community and play various roles such as arranging meetings between sex workers and sex clients and/or providing resources and services. It involves sex workers, clients and regular partners; the management and staff of sex work venues, brothel madams and pimps (garhwali); families of sex workers; auto rickshaw drivers; and the police. The circuit members can provide either a safe or an abusive work environment for the sex worker and can play an important role in HIV prevention.

2

Overview of the Community Mobilization Strategy

2.1 A Strategic Approach to Empower Female Sex Workers in Karnataka

The Karnataka Health Promotion Trust (KHPT) was set up in collaboration with the Karnataka State AIDS Prevention Society (KSAPS) and the University of Manitoba (UoM) to work on issues related to HIV/AIDS in the state. Sankalp, a focused HIV prevention project of KHPT, was started in 2001 in response to the situation of risk and vulnerability in the context of sex work in Karnataka. Since December 2003, Sankalp has been supported by the Bill & Melinda Gates Foundation and operates in 16 high prevalence districts of the state in partnership with seven non-governmental organizations (NGOs).

Through the course of Sankalp's activities with FSWs in Karnataka, KHPT has gained a deep holistic understanding of their situation. It views FSWs as members of society with rights and entitlements to good health, dignity and a life free of violence and stigma. The project focuses on ensuring full participation in, and ownership of, its activities related to reducing risk and vulnerabilities through a process of community mobilization. To explore and understand how KHPT and its implementing partner NGOs facilitated community mobilization of FSWs, a series of participatory discussions and workshops were held. A three-pronged framework focusing on power, social exclusion and vulnerability was used to gain a deeper understanding of marginalization of FSWs as a foundation of community mobilization.

As a result of these deliberations, a new community mobilization approach emerged along with a strategy that serves as a guide to the project in working with FSWs and the communities in which they live. To reduce FSW vulnerabilities, and to achieve a reduction in HIV/AIDS, the strategy adopted by KHPT is to encourage and facilitate community mobilization of FSWs so that they can collectively challenge the power structures that cause their marginalization. It is a process where reflection on individual attitudes and beliefs, critical thinking and strengthened capacities will result in the formation of strong community based organizations (CBOs) and networks. These will empower the FSWs to challenge power structures and create an enabling environment so they can access their rights.

Community mobilization is envisioned as “building strong community organizations that take leadership positions in project implementation and that have significant ownership.” This understanding governs KHPT's overall approach. All of the NGOs partnering with KHPT also proactively facilitate such an approach, guided by the realization of continued learning opportunities. See Module 2: A Strategic Approach to Empower Female Sex Workers in Karnataka for more information.



2.2 Operationalizing the Empowerment Strategy

2.2.1 Three-way process of capacity building

KHPT's strategic vision is to empower communities in Karnataka and India, working together to improve their health, reduce the incidence and burden of HIV/AIDS, and assert their rights and dignity. This new social order will reduce the community's vulnerability to HIV/AIDS while providing access to entitlements through a rights-based approach. KHPT has identified three important needs related to empowering communities: enhancing the self-esteem and dignity of FSWs; facilitating the development of CBOs; and encouraging responsive governance of CBOs.

The first step in this comprehensive series of capacity building is aimed at enhancing the self-confidence and self-esteem among the FSWs. This will be done through engaging them in reflection and critical thinking so they can internalize various messages related to self-worth, self-confidence and self-respect. Through discussions and practice in voicing opinions, they will be equipped with skills so that they can join together to take up various tasks and responsibilities, to demand rights, access services and ultimately reduce their vulnerability. This was the basis for developing Module 3: Enhancing Self-esteem and Dignity among Female Sex Workers.

Mobilizing FSWs to form strong and effective CBOs requires building their capacity to critically analyze their situations and

then complement each other's skills and abilities by joining and working together. The second capacity building area was to help FSWs move from being self-confident individuals to empowered women with a strong shared voice through the process of developing CBOs and understanding their core principles. The result was the conception of Module 4: Facilitating the Establishment of Community-Based Organizations for Female Sex Workers.

To complete the three-part series of capacity-building for FSWs, the focus was on encouraging responsive governance through focusing on organizational development (OD) for CBOs. The sessions provide detailed information on human resource management systems (recruitment, selection and HR policies); formation and representation of committees and sub-committees, accounting systems; and monitoring and evaluation methods. The need for a detailed guide to the development of governance structures paved the way for Module 5: Encouraging Responsive Governance of Community-Based Organizations.

At the end of this capacity building process, the FSW CBOs will be expected to develop into well-defined formal units, with specific vision, mission and plan statements, prepared to facilitate action, sustained growth and efficient functioning.



3

Overview of the Manual

3.1 The Five Modules

The Community Mobilization of Female Sex Workers manual offers a comprehensive strategy and an operational plan for carrying out a community mobilization strategy in the districts of Karnataka with the highest HIV prevalence. It follows the approach in use by the Sankalp project that is based on realities in the field and that highlights community needs. The Community

Mobilization of Female Sex Workers manual consists of five modules: An Introduction and Overview; A Strategic Approach to Empower Female Sex Workers in Karnataka; and three Training Modules. An outline is presented below:

Module	Content	Overview
Module 1- Introduction and Overview of the Manual	<div><div>1.</div><div>HIV/AIDS and Female Sex Workers in Karnataka, India</div><div>1.1</div><div>Overview of HIV and AIDS in India and in Karnataka State</div><div>1.2</div><div>Karnataka's Female Sex Workers</div><div>2.</div><div>Overview of the Community Mobilization Strategy</div><div>2.1</div><div>A Strategic Approach to Empower Female Sex Workers in Karnataka</div><div>2.2</div><div>Operationalizing the Empowerment Strategy</div><div>2.2.1</div><div>Three-way process of capacity building</div><div>3.</div><div>Overview of the Manual</div><div>3.1</div><div>The Five Modules</div><div>3.2</div><div>Reactions to the Training Modules</div><div>3.3</div><div>Recommendations for using the Training Modules</div><div>4.</div><div>Doorway to Successful Training</div><div>4.1</div><div>Setting the Stage for Training</div><div>4.1.1</div><div>Before the training</div><div>4.1.2</div><div>When the participants arrive</div><div>4.2</div><div>Beginning the Training</div><div>4.2.1</div><div>Overall methodology</div><div>4.2.2</div><div>Introductions and getting acquainted</div><div>4.2.3</div><div>Expectations</div><div>4.2.4</div><div>Norms and rules</div><div>4.3</div><div>Evaluation</div><div>4.4</div><div>Energizers</div></div>	Introduces the manual to program managers, facilitators and the participants. It will help them understand the rationale behind and the need for such a strategy and training and will shape expectations of using it.

Module 2- A Strategic Approach to Empower Female Sex Workers in Karnataka	<div><div>1. Understanding and Analyzing the Situation</div><div>2. Approaches to the Control of Sex Work</div><div>3. The Rationale for Female Sex Workers Working Together</div><div>4. Working Towards a Clear Concept of Community Mobilization</div><div>4.1 Analysis of marginalization</div><div>4.2 Findings related to marginalization</div><div>5. Community Mobilization Strategy</div><div>5.1 KHPT's guiding principles and philosophy</div><div>5.2 Core principles of community-based organizations</div><div>5.3 Strengthening community-based organizations</div><div>5.3.1 Encouraging responsive governance</div><div>5.3.2 Facilitating community agenda setting</div><div>5.3.3 Assisting empowerment efforts</div><div>5.3.4 Building management skills</div><div>5.4 The role of community-based organizations</div><div>6. Operationalizing the strategy</div><div>6.1 Three-way capacity building</div><div>6.2 CBO networks</div><div>6.3 Role of KHPT</div></div>	Provides the background and insights gained through the process of community mobilization by KHPT that has experience in working with FSWs to prevent HIV and AIDS.
Module 3- Enhancing Self-esteem and Dignity among Female Sex Workers	<div><div>Section One: Challenges for Female Sex Workers</div><div>Session 1: Understanding social and traditional norms relating to men and women</div><div>Session 2: Understanding social attitudes towards female and male sex workers</div><div>Session 3: Sex work as a profession</div><div>Session 4: Is sex work an inferior profession?</div><div>Section Two: Enhancing Self-esteem and Dignity</div><div>Session 1: Breaking ties with cultural and traditional norms</div><div>Session 2: Finding your hidden potential</div><div>Session 3: How attitudes affect our behavior</div><div>Session 4: Each person is unique</div><div>Session 5: Finding solutions to problems</div><div>Session 6: Endeavor and perseverance</div><div>Section Three: Expressing Yourself Confidently</div><div>Session 1: Broadening our horizons</div><div>Session 2: Expressing ourselves</div><div>Session 3: Expressing yourself effectively</div><div>Session 4: Body language</div><div>Section Four: Knowing Our Bodies</div><div>Session 1: Biological and sensual differences between males and females</div><div>Session 2: Physical activity and limitations of female sex workers</div></div>	Enhances the self-respect and confidence of FSWs, so as to build their capacity to take forward the activities initiated by the project through improved critical thinking processes leading to positive action.

Module 4- Facilitating the Establishment of Community-Based Organizations for Female Sex Workers	<p>Section One: Identifying Problems and Finding Group Solutions</p> <p>Session 1: Problems and hurdles faced by FSWs</p> <p>Session 2: Root causes of problems</p> <p>Session 3: Traits within society</p> <p>Session 4: Finding solutions to problems</p> <p>Section Two: Coming Together as a Group</p> <p>Session 1: Threats to CBOs</p> <p>Session 2: The need for CBOs</p> <p>Session 3: Objectives of a CBO</p> <p>Session 4: Advantages of membership in a CBO</p> <p>Session 5: Building self-esteem through CBO involvement</p> <p>Section Three: Leading a CBO</p> <p>Session 1: What is leadership?</p> <p>Session 2: Types of leadership</p> <p>Session 3: Working together with a common cause</p> <p>Section Four: CBO Structure</p> <p>Session 1: Levels of representation in a CBO</p> <p>Session 2: Executive Committee roles, responsibilities & rules</p> <p>Session 3: Ordinary member roles, responsibilities & rules</p> <p>Session 4: Developing an action plan</p>	Encourages the move from individual critical thinking skills to participating in group activities that focus on collective needs. Highlights skills for finding a voice to represent the community's issues and concerns and jointly finding solutions.
Module 5- Encouraging Responsive Governance of Community-Based Organizations for Female Sex Workers	<p>Section One: Institutionalizing the CBO</p> <p>Session 1: Bylaws of the CBO</p> <p>Session 2: Registering the CBO</p> <p>Session 3: CBO documentation</p> <p>Section Two: Human Resources of the CBO</p> <p>Session 1: CBO organogram</p> <p>Session 2: Staff salary and benefits</p> <p>Session 3: Staff eligibility and interview practice</p> <p>Section Three: Good Management Practices</p> <p>Session 1: Conducting efficient meetings</p> <p>Session 2: Taking detailed minutes of meetings</p> <p>Session 3: Prioritizing communication tasks</p> <p>Session 4: Delegating responsibilities to sub-committees</p> <p>Section Four: Finances of the CBO</p> <p>Session 1: Financial documents and their importance</p> <p>Session 2: Balancing a budget</p> <p>Session 3: Opening a bank account</p> <p>Session 4: Auditing of the accounts</p>	Emphasizes institutional building and governance skills that will help the Community-Based Organizations emerge as strong and functional bodies and shape them into independent organizations with their own vision and mission

3.2 Reactions to the Training Modules

The experience of pre-testing Module 3: Enhancing Self-esteem and Dignity among Female Sex Workers has been very encouraging. An enhanced sense of self-worth has encouraged FSWs to question and analyze their situations objectively and critically. FSWs have learned to assert their rights through a democratic process for enhanced leadership, leading to community ownership. Overall the FSWs have been very responsive to the sessions in Module 3. Several comments sum up their views:

“The self-esteem training brought a sea change. After three days of TOT, new peers were identified, motivated and recruited. Forty people formed a support group, sex workers shared their own views and then demanded their own resource center. People came to our clinics every month and paid 50 Rupees (US \$1.25). These were tremendous changes.” – Salma, an outreach worker

“Women who never confessed earlier that they were sex workers now have begun to open up. Earlier, the women thought what they did were wrong. Society made them feel that way. They thought they were the only ones who were in this profession. Once they became more aware about themselves, their profession and their rights, they felt empowered.” – Satyamma, Peer educator, Bijapur

Reactions after using Module 4: Facilitating the Establishment of Community-Based Organizations for Female Sex Workers have been equally positive. FSWs have been sensitized to the need for organizing themselves into groups through a democratic process. The activities suggested have encouraged discussion and debate and highlighted the key elements essential for working together as a group and setting an community agenda, all leading to community ownership through leadership.

Some views exchanged at a meeting with the members of sex worker CBOs after the training included:

“Our greatest strength is our team unity. Our attitude to work has changed now.” – Member of Jagruthi Mahila Sangha, a CBO in Bijapur district

“It is not us, but the group that is more important. The issue is that the project will stop someday, and that the sex workers as a community can take the work forward.” – Member of Jagruthi Mahila Sangha, a CBO in Bijapur district

Module 5: Encouraging Responsive Governance of Community-Based Organizations has been pre-tested and used with six CBOs. The sessions helped the CBO committee members to understand their roles and responsibilities as officeholders. The key outcome was highlighting the importance of strengthening the democratic processes within CBOs to ensure true representation and governance. Comments have been positive and participants overall felt that there was a great need to strengthen the systems within CBOs that would ensure an effective governing mechanisms.

Some of the views shared by the participants after the training include:

“Among many other things, the training helped us understand the importance of building strong leadership in our CBO.” – Madhu, Chaitanya Mahila Sangha, Bagalkot district

“After the training we saw greater participation of the committee members in the sangha activities. Holistic information about how to manage our CBO was given to us in the training.” – Madevi Hollur, Committee member, Jagruti Mahila Sangha, Bijapur

3.3 Recommendations for Using the Training Modules

The Community Mobilization of Female Sex Workers Training Modules are flexible to use and the contents can be introduced based on the stage the project is engaged in, as well as the community's needs. However, it is most effective if Module 3, focusing on self-esteem and dignity, is used at the initial stages of the project's work. This is when the FSWs require the initial boost of self confidence and building up of their critical thinking skills. Module 4, which highlights coming together to work as a team, should be used in the second stage when the FSWs have developed an understanding of the project and have the willingness to engage in its activities. Mastering these skills will set the stage for establishing CBOs. Module 5 will ensure that organizational development skills are introduced to build strong functional CBOs with responsive governance. This would be most applicable when the organizations have been formed and are operational.

Depending on the specific requirements and profiles of the FSW community, the training process will begin by training Peer Educators and Outreach Workers using the appropriate training module(s). Then they will conduct the training in the districts and the sub-districts, or taluks, following this suggested training schedule:

- Participants should ideally include 20-30 members in a group to facilitate effective discussion, analysis and learning.
- Each training module should be covered during a three-day training program
 - ...or... the same training can also be done over an eight-week period, by facilitating two exercises per week, during weekly meetings of community members.
 - ...or...at the sub-district level, information sharing can be done over a period of two to four months through one-day or half-day sessions per month, respectively.





4

Doorway to Successful Training

4.1 Setting the Stage for Training

4.1.1 Before the training

- Prior preparation is essential for effective facilitation. Give yourself sufficient time for this preparation.
- Note the four main aspects involved in conducting a training program:
 1. Preparation
 2. Process management
 3. Resource management
 4. Management of human relations.
- Besides referring to the training materials, browsing through relevant books, previous reports and articles will strengthen facilitation during the program. Engage in research to keep you up to date with the prevailing realities in the sex work community. A background study of the specific community and an awareness of existing problems will be of great help during the training period.
- Gather as much relevant information as possible by interacting with co-trainers, program staff, and if possible, the persons participating in the training. This rapport building will prove very useful during the program.
- Be prepared for different skill levels of participants. Enlist the help of more proficient or literate participants to help those who are slower or who cannot write. If none of the participants can write, conduct the activity verbally and use pictorial representations or symbols to list their expectations.
- Participate in the training programs conducted by other trainers and observe ways for skill improvement. This will also help you hone your time-management skills.
- Prior to the training make an observational visit to the venue to know more about the available facilities. If you find something lacking you can bring it to the attention of the organizers.
- If you need any aides or assistants, make prior arrangements for their presence and also ensure task allocation well in advance.
- Be aware that you will be the focus of attention during the training and be aware of your gestures and general conduct.
- As a facilitator, you should be free from all prejudices or bias relating to persons, ideas or issues.
- Develop the ability and skill to manage dissenting opinions and impediments and overcome confusion and chaos which may crop up during the course of a training program.
- During the training period, it is very important to get sufficient rest and sleep. Do not let problems or worries affect your peace of mind. Keep away from other work pressures and mentally fortify yourself to focus on the scheduled program. Begin the session with confidence and self-belief.

4.1.2 When the participants arrive

Starting the training program on a relaxed and positive note is an important first step. Many of the participants will have little or no previous experience of having attended any training program or workshop. Therefore it is only natural that they might be anxious or unsettled.

Training programs are usually arranged in a secluded place to keep the participants from getting distracted. This means that the participants have to travel to get to the training site. The journey and the unfamiliar surrounding of the venue will probably add to their uneasiness.

Therefore, it is essential that the participants must be in a proper frame of mind to be able to participate actively in the training sessions. They should be given time to refresh themselves physically and to prepare themselves mentally. The facilitators should strive to create a warm, cordial and relaxed environment so that the participants can feel at ease with their surroundings and with each other. This is just as important as the actual training that will follow.

4.2 Beginning the Training

4.2.1 Overall methodology

The three training modules include methods that are a mix of interactive stories, information sharing, and discussions using interpersonal communication techniques (IPC), plus games and energizers. Any process that requires a high level of literacy, or uses examples not connected to the lives of the community, has been discarded. Therefore, traditional materials such as blackboards, handouts or notebooks will not be needed for these workshops. Instead, group discussions, role-plays and other forms of participatory learning are effectively used.

4.2.2 Introductions and getting acquainted

Although participants possibly come from the same background and geographical area, and may speak the same language, more often than not they appear to be strangers in training situations. They may have a nodding familiarity with one another, but they may show reluctance to acknowledge individual relationships. Therefore, this session is vital for both participants as well as facilitators. It aims to bring out the background of all the participants; their interests, hobbies and talents. Without reducing this session to mere formality for eliciting the names and contacts of the participants, the facilitator should find an innovative way to conduct self-introductions so that everyone feels like they know each other and has a better understanding of the other participants.

Suggested Activity 1

The facilitator will begin the session by asking the participants to pair up with someone seated close to them and introduce themselves to each other. Give each pair 15 minutes to share names, where they live, information about their family and any issues concerning their work or their community that is important to them. Ask each pair to prepare a very short skit, song or poem on one of these issues, for example, information relating to the police, a street thug, a pimp or auto rickshaw driver, that link to any issues concerning the community. After 15 minutes has passed, the pairs will then introduce each other to the group and give their presentation.

The facilitator should individually encourage the participants, but not make any comments on the skits, songs or poems. This should be a positive experience, so make sure no derogatory aspects are brought out during the exercise. If their presentation to the group is too long, ask them to cut it short. These activities should not take more than one hour.

Suggested Activity 2

Each participant should be given a white postcard-sized piece of paper or card and a sketch pen or a ball pen. Tell each participant to imagine that the card is a mirror. Ask them to draw an image of their face and hair on the card making it as life-like as possible, with any distinguishing and individual features highlighted. Tell the participants that these cards will be collected and shuffled and then re-distributed to the group. The person getting the card should be able to recognize the picture and then find the depicted person in the group.

Once the two persons have found each other using the portrait cards, give them 15 minutes to introduce themselves and get to know each other by asking and telling about their home town, profession, family, or friends. Have each pair introduce themselves to the larger group and tell how they managed to recognize that person from the drawing.

4.2.3 Expectations

Participants usually come to a training program with many expectations and fears. It is essential that the participants are helped to articulate their expectations, which should conform to the overall objectives of each specific training module. The facilitator should prepare this list of training program objectives before the training. By eliciting a list of the participants' expectations, and achieving clarity about how these expectations can or cannot be addressed, will set the tone for the training program. This is the time for important issues to be raised by each participant regarding the sessions.

Begin by forming small groups with at least one literate participant per group. Instruct these groups to initiate discussion within their respective groups and list their expectations on the paper provided. This will be followed by a presentation by one of the members from each group before the plenary.

The participants may come up with a wide range of expectations, some of which may fall outside the scope of the training program. The facilitator will then consolidate these lists of expectations.

To start a discussion on expectations, the facilitator should display a list of the actual training program objectives that were developed based on each of the training modules, alongside the list of the participants' expectations. Discuss those which do not fall within the scope of the training program, and either delete them from this list, or modify the objectives. The facilitator must clarify how their expectations will be met as long as they fall within the boundaries, and if not, why this will not be possible.

4.2.4 Norms and rules

In order to make the best of this time together during the training program, everyone should agree on some ground rules, or ways of preventing any group tensions or conflicts during the workshop. The facilitator should suggest certain topics which they may like to include such as: punctuality, respect for other people's views, politeness, being non-judgmental, giving everybody a chance to air their views, not using mobile phones, or making sure everyone participates and no one dominates activities.

Begin by asking all the participants to form a large circle. Then the facilitator should place a large piece of paper on the floor in the middle of the circle. Take turns and ask each participant to suggest an idea for a norm or rule for the training. If everyone else agrees, ask that person to come into the circle and to draw a symbol of their choice to represent that norm or rule. For example, punctuality could be drawn as the sun, or as a clock face. Politeness could be represented by a smiling face and respect could be shown by the picture of an ear, listening. A mobile phone could be drawn with an X over it.

Once all the ground rules proposed have been drawn on the flip chart, ask the group to review them again together for clarity. Encourage group members to try to follow these rules. Ask two or three participants to volunteer each day to help remind the group of ground rules throughout the training program. In this way, responsibility to follow the ground rules is shared.

In case the group size is big, the participants should choose a group leader from among them. The responsibilities of the group leader could include:

- Help in maintaining group discipline
- Acting as time keeper
- In case of problems, liaising with the training team
- Seeking cooperation of the group whenever needed





4.3 Evaluation

Evaluation refers to the assessment of both the positive and negative effects of a workshop. Each of the three modules can be evaluated through a process designed to assess if the objectives of each session have been met, how participatory and energizing the module's sessions were, and the overall influence the sessions' messages had on the participants attitudes.

As most of the participants using the three training modules are illiterate, the facilitators must ensure they create appropriate ways and means to let the participants voice their frank opinions. One suggestion is to have a brainstorming session at the end of the module to gather insights from the participants regarding learning, the value of each session as it relates to the FSWs' lives, and how it changed their attitudes.

Evaluation is also important in collecting suggestions for future training sessions. The facilitators' skills can be reviewed from input by the participants and by each of the facilitators sharing notes and experiences between themselves.

4.4 Energizers

The following activities and games were used as ice-breakers and energizers during the field testing of the three training modules. Energizers can be used to change the tempo of the day, keep people alert, help all participants mix with each other and make friends, revive interest levels and to help keep participants in a relaxed frame of mind. The facilitator should always ask everyone to participate, but stop the game or activity while the mood is still jovial, and make sure there is no feeling of having lost or won among the participants.



4.4.1 Overview of Energizers

S. No	Energizer/Game	When to use and why	Materials required	Number of participants	Time required
1	Rhythmic Claps	To prepare the participants for the sessions, for calling the participants to attention after a break, or to silence the participants when activities become too noisy.	None	The entire group	5 minutes
2	Dancing Index Finger	To break the monotony between sessions, or to enthuse the group after lunch.	None	10-35	10 minutes
3	Who is Your Favorite?	To help the group mix, to break the monotony between sessions, or to enthuse the group after lunch.	None	10-35	10 minutes
4	Rani's Choice	This can be used after a demanding session to rejuvenate the group.	None	10-35	15 minutes
5	Idli-vada-chutney-sambar	As an introductory game to help participants feel at ease. Or to help the group mix, to break the monotony between sessions, to enthuse the group after lunch. It can also help the facilitator form small groups.	None	10-35	10 minutes
6	Imitation Game	To form small groups, to help the group mix or to break the monotony between sessions.	None	10-35	10 minutes
7	Game of Rules	To help the group mix, to break the monotony between sessions or to enthuse the group after lunch.	None	10-35	15 minutes
8	Gandhi Thatha Game	To make the participants Laugh and lighten the atmosphere.	None	10-35	5 minutes
9	Basket on My Head	To "wake up" the participants and help the facilitator think up ideas and names.	None	10-35	5 minutes
10	Follow the Leader	To break the monotony between sessions and help the quieter participants to participant.	None	10-35	5 minutes
11	In the River, On the Bank	To energize the group after lunch or tea breaks.	None	10-35	5 minutes
12	Number Acting	To energize the group after lunch or tea breaks.	None	10-35	5 minutes
13	Catch the Color	To help the participants become familiar with their surroundings.	None	10-35	5 minutes
14	Chicken and Chimp	To get the participants to be physically active and to break the monotony between sessions.	None	10-35	10 minutes
15	Chain Running	To energize the group after lunch or tea breaks.	None	10-35	5 minutes
16	Dance to the Beat	To help the participants open up to each other and break the ice.	None	10-35	5 minutes
17	What-ho, How-much?	To form small groups, or to mix-up the larger group. Also to break the monotony.	None	10-35	5 minutes
18	Chitty Chitty Bang Bang	To "wake up" the participants and break the monotony.	None	10-35	5 minutes

4.4.2 Energizers Details

- **Rhythmic Claps**

The facilitator or group leader will begin clapping after saying, “OK one, two, three clap”. The group will begin by clapping their hands twice followed by three continuous claps and repeat the latter three times. Conclude with two short claps: (Tuk tuk- tuk tuk tuk; Tuk tuk- tuk tuk tuk; Tuk tuk- tuk tuk tuk; Tuk tuk!)

- **Dancing Index Finger**

Ask participants to stand in a circle. The facilitator will tell the group to do as she does and say what she says. She will then lift up the right hand and draw attention to the index finger by folding the remaining fingers. Now twist and turn the index finger and tell the group that the finger is dancing. The entire group will follow suit to the accompaniment of the thakadimi-thakajanu tune and others will provide the chorus.

Next she will unfold the thumb and tell the group that the thumb is also dancing with the index fingers. This should be imitated by the group, again accompanied by singing of the thakadimi-thakajanu tune. Follow on with the left hand, first with the index finger and then the thumb joining in. After the group follows suit, the thumbs and index fingers of both hands should be dancing. Gradually let the body dance to the rhythm of the thakadimi-thakajanu tune.

- **Who is Your Favorite?**

The participants will stand in a circle and each of them will draw a smaller circle around themselves. One participant must volunteer to stand in the middle of the large circle while the facilitator takes her place in the outer circle. The facilitator must now ask the participant in the middle the question, “Who is your favorite?” The participant must choose her favorite by indicating something worn by other participants. For example, she can say, “Those wearing watches are my favorite.”, and all those participants wearing watches must change their place and go into someone else's place. Other favorites could include red saris and glass bangles. Each time, one participant will be left without a vacant spot and will assume the role of the facilitator in the middle to continue the game. Encourage participants to be quick in thinking and responding. If chairs are available they may be used for participants to play the game while seated instead of standing.

- **Rani's Choice**

Invite one of the participants to come forward and declare her for the role of the Rani or Queen. The facilitator will act as the Minister to the Rani. Draw a fairly large circle around the Rani and say that

nobody is allowed to come inside that circle. The remaining participants will form 4 groups. They have to please the Rani by bringing simple objects desired by her and hand it over to the Minister. Each time the Rani desires something, the group bringing the desired object to her first will get a point. After playing the game for a while, analyze why a certain group got more marks while others got less. Explain the need for creativity combined with intelligence. Note: Before starting the game, the facilitator can brief the participant playing the Queen to start the game asking for simple things inside the room or hall. For example, one pink chart paper, four black hair clips, a pair of brown slippers and so on. Some of the commonly desired objects may be brought from outside the hall as well.

- **Idli-vada-chutney-sambar**

Divide the participants into four groups and name the groups as Idli, vada, chutney and sambar, which are all types of south-Indian food. Ask the members of each group to hold hands and then form a circle. Now the facilitator narrates a story in which the names idli, vada, chutney and sambar are repeated randomly. Each time this happens, the particular group while continuing to hold hands, should also sit down and then immediately get up. This should be repeated every time the name of the group figures in the narration of the story. This exercise is continued till the ice is broken and everyone is smiling. Note: This doesn't have to be a full fledged story but can also be a spur of the moment spiel. For example, “My wife, children and I went to a hotel and asked the waiter for the menu. He told us that they had idli, vada, chutney and sambar. My wife ordered idli, vada, chutney and sambar. My son ordered for two idlis, one vada and chutney, and my daughter ordered three vadas, but refused the idlis and asked only for the sambar, but not the chutney, while I ordered two idlis and chutney.”

- **Imitation Game**

The participants will form a circle and the facilitator will count off each participant from 1 – 5 giving each a name of an animal or a bird. Tell all the participants to start moving around the room and to imitate the cries and movements of the animals or birds they have been named after. For example, if it is fish, the participants must imitate swimming; in case of frogs, the participants will jump and so on. Now the participants will be asked find a partner belonging to the same group of animals or birds. For example, the facilitator will announce that all frogs must form themselves into pairs and participants with that name will jump like frogs

towards other frogs and become pairs. Similarly the facilitator can ask different kinds of birds to form pairs and so on. Ensure that participants imitate the appropriate cries and movements throughout the period of exercise till pairs and subsequent groups are formed.

• Game of Rules

Form two groups with equal number of members. Call two people from each group and ask them to stand on the spots already decided by the facilitator. Draw two lines a short distance away from the two spots and ask all other members of each group to stand behind these lines. Now ask the members on the two spots to stand facing each other and to then hold each other's hands and lift them up to form an arc wide enough to allow the other participants to run through it.

When the facilitator announces "start", one participant from each group must run through the arc. Each participant in the group must complete their run, running back to their group to give a pass to the next member, who in turn must follow the same procedure. Continue till the last participant has completed the run. All participants are required to follow the following rules in this game:

1. They must run the course in front of their respective groups.
2. They should not touch anyone while running.
3. They must give a pass to the next group member in line.
4. All participants must stand behind their marked starting line

• Gandhi Thatha Game

The group is asked to form a standing circle with the facilitator. It would be interesting if the facilitator could share a few thoughts on Mahatma Gandhi before starting the game. The rules are that the group must follow the cue provided by the facilitator. For example:

"Gandhi tata asks all of us to sit down."

"Gandhi tata asks all of us to remain standing."

"Gandhi tata asks all of us to do a slow jog."

• Basket on My Head

All the participants must stand in circle. The facilitator should carry a basket on her head like a vegetable vendor and approach one of the participants and loudly announce her list of vegetables. The participant must instantly respond by naming the vegetables. If a participant fumbles while telling the names she has to carry the basket and continue the game. Now, she must go to another participant and announce that she is selling

fruits and that participant will have to instantly come up with the right answers.

• Follow the Leader

Select a leader from among the participants. She will start the game with an action or sound or both. Ask the remaining participants to imitate their leader. When the facilitator calls out "change", someone from the group will assume leadership and continue the game. Actions commonly include: dance steps or applying make up. Stop the game after a couple of rounds. Encourage participants to come forward when the change is announced. Continue the game until a sufficient number of participants get a chance to play the leader.

• In the River, On the Bank

The participants will stand in two parallel lines, facing each other. Explain that all are standing on the riverbank and one step forward is the river. Participants will have to respond instantly to commands of "River" and "Bank". Start the game slowly and then increase speed as you vary the commands. Those who take a false step in response to the command will be out of the game.

• Number Acting

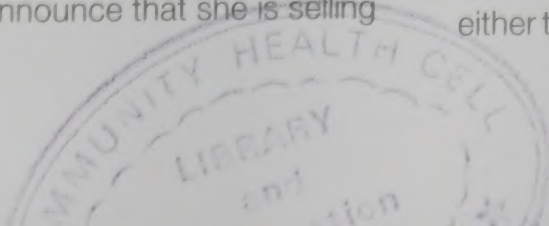
Start the game by asking participants to speak aloud the numbers from 1 to 10. Next, the numbers will be written in the air by moving fingers, followed by arms, heads, and then the entire body, while both hands are placed on their waists!

• Catch the Color

The participants have to stand in a circle. The facilitator must loudly announce different colors one at a time. For each color, the participants must rush towards their immediate surroundings and get something matching that color. Those who fail to bring anything back to the circle will be out of the game.

• Chicken and Chimp

Divide the participants into two groups called Chicken and Chimp. Members of the two groups should form two parallel lines, standing about 5 feet apart. When the facilitator calls out "Chimp", the members from that group must run after the Chicken and catch them while they try to evade being caught. To make the game more interesting, the facilitator must keep suspense alive by starting with Chi.Chi.Chi...before saying either Chicken or Chimp! This not only creates confusion, but also makes participants more alert as they eagerly wait their turn either to catch or to run.



TM-110
11577 P09

- **Chain Running**

Let all the participants stand apart and ask one to volunteer to start the game by running and touching another member. Now the other members must avoid being touched. Those who have been touched will hold hands and try to touch others. The chain will keep getting longer until the last person has been touched. Once a complete chain of the participants is formed, get them to sing a song while holding hands and moving around in a circle.

- **Dance to the Beat**

Ask the participants if they would like to sing a song. Tell them that you will first start singing these words very softly: daguchuku daguchuku daguna dam dam dara dara dara dara. Then ask the participants to raise their voice while singing these words. Then repeat the tune while holding their hands to be followed by head shakes. The activity should end with each member taking vigorous steps to the tune. All will join in the dancing and jumping with enthusiasm.

- **What-ho, How-much?**

The participants will first stand in a circle and then jog clockwise. While they are moving, the facilitator in the middle should repeatedly ask them "What-ho, How-much?" while they respond with "As-much-as-you-say" while continuing to jog in the circle. Suddenly, the facilitator should say a number, for example 3.

Instantly the participants have to break the circle and form a group with three members. Anyone who fails to do so will be out of the game before it starts again with a new number. Note: Try variations by saying "two and half" so that three members come together with two standing and one sitting.

- **Chitty Chitty Bang Bang**

The participants stand in a circle and start saying numbers starting from 1. When it is the turn of the fifth participant, instead of saying 5, she has to say "Chitty Chitty Bang Bang", accompanied by a clap. This should be followed by every fifth participant (i.e., 5th, 10th, 15th, 20th and so on). If anyone just says "5", or "Chitty Chitty Bang Bang" without a clap, they have to leave the game. In that case, the next person is considered as the 5th person and is expected to follow the rules of the game.



Karnataka Health Promotion Trust
IT/ BT Park, 4th & 5th Floor # 1-4, Rajajinagar Industrial Area
Behind KSSIDC Administrative Office, Rajajinagar, Bangalore-560 004
Phone: 91-80-40400200 Fax: 91-80-40400300 www.khpt.org